

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

University of Louisville		Underprepared in math	%
Retained at native institution	First developmental or college math courses taken:		
	Took developmental course	124	71.3%
	Took at college level with supplemental help only	5	2.9%
	Took at college level, placed out of dev. with inst. exam	1	0.6%
	Took at college level without taking dev. or placing out	29	16.7%
	Did not take subject, did not place out of dev. with inst. exam	15	8.6%
	Total	174	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	130	74.7%
Not retained at native institution	Did not take dev./suppl. education or place out	44	25.3%
	First developmental or college math courses taken:		
	Took developmental course	66	68.0%
	Took at college level with supplemental help only	5	5.2%
	Took at college level without taking dev. or placing out	10	10.3%
	Did not take subject, did not place out of dev. with inst. exam	16	16.5%
	Total	97	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	71	73.2%
	Did not take dev./suppl. education or place out	26	26.8%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

University of Louisville

		Underprepared in math	%
Total students underprepared in math	First developmental or college math courses taken:		
	Took developmental course	190	70.1%
	Took at college level with supplemental help only	10	3.7%
	Took at college level, placed out of dev. with inst. exam	1	0.4%
	Took at college level without taking dev. or placing out	39	14.4%
	Did not take subject, did not place out of dev. with inst. exam	31	11.4%
	Total	271	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	201	74.2%
	Did not take dev./suppl. education or place out	70	25.8%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

University of Louisville		Underprepared in English	%
Retained at native institution	First developmental or college English course taken:		
	Took at college level without taking dev. or placing out	132	98.5%
	Did not take subject, did not place out of dev. with inst. exam	2	1.5%
	Total	134	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Did not take dev./suppl. education or place out	134	100.0%
Not retained at native institution	First developmental or college English course taken:		
	Took developmental course	1	2.1%
	Took at college level without taking dev. or placing out	41	85.4%
	Did not take subject, did not place out of dev. with inst. exam	6	12.5%
	Total	48	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	1	2.1%
	Did not take dev./suppl. education or place out	47	97.9%
Total students underprepared in English	First developmental or college English course taken:		
	Took developmental course	1	0.5%
	Took at college level without taking dev. or placing out	173	95.1%
	Did not take subject, did not place out of dev. with inst. exam	8	4.4%
	Total	182	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	1	0.5%
	Did not take dev./suppl. education or place out	181	99.5%

Note: UofL does not offer developmental courses in English; the students shown in this category took a developmental course at KCTCS. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Course counts do not include students who withdrew.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

University of Louisville		Underprepared in reading	%
Retained at native institution	First developmental reading or college social science course taken:		
	Took at college level with supplemental help only	42	49.4%
	Took at college level without taking dev. or placing out	40	47.1%
	Did not take subject, did not place out of dev. with inst. exam	3	3.5%
	Total	85	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	42	49.4%
Not retained at native institution	Did not take dev./suppl. education or place out	43	50.6%
	First developmental reading or college social science course taken:		
	Took at college level with supplemental help only	13	41.9%
	Took at college level without taking dev. or placing out	14	45.2%
	Did not take subject, did not place out of dev. with inst. exam	4	12.9%
	Total	31	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	13	41.9%
	Did not take dev./suppl. education or place out	18	58.1%

Note: UK does not offer developmental courses in reading. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

University of Louisville

		Underprepared in reading	%
Total students underprepared in reading	First developmental reading or college social science course taken:		
	Took at college level with supplemental help only	55	47.4%
	Took at college level without taking dev. or placing out	54	46.6%
	Did not take subject, did not place out of dev. with inst. exam	7	6.0%
	Total	116	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	55	47.4%
	Did not take dev./suppl. education or place out	61	52.6%

Note: UK does not offer developmental courses in reading. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

<i>University of Louisville</i>		
	N	%
<i>Grade in first developmental math course</i>		
A	25	12.8%
B	47	24.0%
C	52	26.5%
F/E	66	33.7%
Withdrew	6	3.1%
Total	196	100.0%
<i>Successful completion of first developmental math course</i>		
Did not successfully complete first course	72	36.7%
Successfully completed first course	124	63.3%

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004

The University of Louisville does not offer developmental courses in English.

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

The University of Louisville does not offer developmental courses in reading.

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

University of Louisville

	Grade in first college-level math course					Students taking college-level math
	A	B	C	D	F	
Prepared	30.2%	28.2%	18.9%	9.9%	12.9%	1,395
Underprepared, took dev. course or placed out	13.0%	23.4%	24.7%	24.7%	14.3%	77
Underprepared, no dev. course or placement out	12.8%	20.5%	30.8%	12.8%	23.1%	39
All students	28.9%	27.7%	19.5%	10.7%	13.2%	1,511

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

University of Louisville

		Students taking college-level math	Grade in first college-level math course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,395	77.2%	22.8%
	Developmental courses or placements in math:			
	Took developmental course	116	64.7%	35.3%
	Took at college level with supplemental help only	50	76.0%	24.0%
	Took at college level, placed out of dev. with inst. exam	121	76.9%	23.1%
	Took at college level without taking dev. or placing out	1,108	78.6%	21.4%
Underprepared, took dev. course or placed out	Total	77	61.0%	39.0%
	Developmental courses or placements in math:			
	Took developmental course	66	56.1%	43.9%
	Took at college level with supplemental help only	10	90.0%	10.0%
	Took at college level, placed out of dev. with inst. exam	1	.	.
	Underprepared, no dev. course or placement out	Total	39	64.1%	35.9%
Developmental courses or placements in math:				
Took at college level without taking dev. or placing out		39	64.1%	35.9%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

University of Louisville						
	Grade in first college-level English course					Students taking college-level English
	A	B	C	D	F	
Prepared	52.1%	28.0%	11.5%	1.8%	6.6%	1,813
Underprepared, took dev. course or placed out	.	.	.	.	.	1
Underprepared, no dev. course or placement out	29.5%	45.1%	16.8%	2.3%	6.4%	173
All students	50.1%	29.4%	12.0%	1.9%	6.6%	1,987

Note: UofL does not offer developmental courses in English; the students shown in this category took a developmental course at KCTCS. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables. Kentucky Council on Postsecondary Education, November 3, 2006

Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

University of Louisville

		Students taking college-level English	Grade in first college-level English course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,813	91.6%	8.4%
	Developmental courses or placements in English:			
	Took developmental course	1	.	.
	Took at college level without taking dev. or placing out	1,812	91.6%	8.4%
Underprepared, took dev. course or placed out	Total	1	.	100.0%
	Developmental courses or placements in English:			
	Took developmental course	1	.	.
Underprepared, no dev. course or placement out	Total	173	91.3%	8.7%
	Developmental courses or placements in English:			
	Took at college level without taking dev. or placing out	173	91.3%	8.7%

Note: UofL does not offer developmental courses in English; the students shown in this category took a developmental course at KCTCS. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables. Kentucky Council on Postsecondary Education, November 3, 2006

Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

University of Louisville						
	Grade in first college-level social science course					Students taking college-level social science
	A	B	C	D	F	
Prepared	33.1%	32.0%	18.7%	8.6%	7.6%	1,842
Underprepared, took dev. course or placed out	18.5%	48.1%	22.2%	7.4%	3.7%	54
Underprepared, no dev. course or placement out	13.0%	37.0%	31.5%	11.1%	7.4%	54
All students	32.2%	32.6%	19.2%	8.6%	7.5%	1,950

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. UofL does not offer developmental courses in reading; developmental services include college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

University of Louisville

		Students taking college-level social science	Grade in first college-level social science course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,842	83.8%	16.2%
	Developmental courses or placements in reading:			
	Took at college level with supplemental help only	41	87.8%	12.2%
	Took at college level without taking dev. or placing out	1,801	83.7%	16.3%
Underprepared, took dev. course or placed out	Total	54	88.9%	11.1%
	Developmental courses or placements in reading:			
	Took at college level with supplemental help only	54	88.9%	11.1%
	Underprepared, no dev. course or placement out	Total	54	81.5%	18.5%
Developmental courses or placements in reading:				
Took at college level without taking dev. or placing out		54	81.5%	18.5%

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. UofL does not offer developmental courses in reading, developmental services include college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

University of Louisville

		Institutional retention			System retention	
		Retained at native institution	Not retained at native institution		Retained at any KY PSE institution	Not retained in KY PSE system
Students' preparation level						
Prepared	Total	2,050	77.1%	22.9%	84.8%	15.2%
	Developmental courses or placements in math:					
	Took developmental course	198	68.2%	31.8%	77.3%	22.7%
	Took at college level with supplemental help only	50	72.0%	28.0%	78.0%	22.0%
	Took at college level, placed out of dev. with inst. exam	121	78.5%	21.5%	87.6%	12.4%
	Took at college level without taking dev. or placing out	1,114	83.2%	16.8%	89.5%	10.5%
	Did not take subject, placed out of dev. with inst. exam	45	46.7%	53.3%	55.6%	44.4%
	Did not take subject, did not place out of dev. with inst. exam	522	70.3%	29.7%	80.1%	19.9%
Underprepared, took dev. course or placed out	Total	198	64.6%	35.4%	77.3%	22.7%
	Developmental courses or placements in math:					
	Took developmental course	187	65.2%	34.8%	78.1%	21.9%
	Took at college level with supplemental help only	10	50.0%	50.0%	60.0%	40.0%
	Took at college level, placed out of dev. with inst. exam	1	.	.	.	.

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

University of Louisville

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Underprepared, no dev. course or placement out	Total	70	62.9%	37.1%	71.4%	28.6%
	Developmental courses or placements in math:					
	Took at college level without taking dev. or placing out	39	74.4%	25.6%	82.1%	17.9%
	Did not take subject, did not place out of dev. with inst. exam	31	48.4%	51.6%	58.1%	41.9%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

University of Louisville

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	2,136	75.8%	24.2%	83.8%	16.2%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	1,814	78.2%	21.8%	85.6%	14.4%
	Did not take subject, did not place out of dev. with inst. exam	322	62.4%	37.6%	73.6%	26.4%
Underprepared, no dev. course or placement out	Total	181	74.0%	26.0%	82.9%	17.1%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	173	76.3%	23.7%	85.0%	15.0%
	Did not take subject, did not place out of dev. with inst. exam	8	25.0%	75.0%	37.5%	62.5%

Note: Only coursework taken during the first year is included in this table. UofL does not offer developmental courses in English. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

University of Louisville

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,972	76.3%	23.7%	84.9%	15.1%
	Developmental courses or placements in reading:					
	Took at college level with supplemental help only	41	63.4%	36.6%	73.2%	26.8%
	Took at college level without taking dev. or placing out	1,817	79.0%	21.0%	87.0%	13.0%
	Did not take subject, did not place out of dev. with inst. exam	114	37.7%	62.3%	56.1%	43.9%
Underprepared, took dev. course or placed out	Total	54	77.8%	22.2%	94.4%	5.6%
	Developmental courses or placements in reading:					
	Took at college level with supplemental help only	54	77.8%	22.2%	94.4%	5.6%
Underprepared, no dev. course or placement out	Total	61	70.5%	29.5%	77.0%	23.0%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	54	74.1%	25.9%	79.6%	20.4%
	Did not take subject, did not place out of dev. with inst. exam	7	42.9%	57.1%	57.1%	42.9%

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. UofL does not offer developmental courses in reading. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

University of Louisville

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	2,050	2.61
	Developmental courses or placements in math:		
	Took developmental course	198	2.30
	Took at college level with supplemental help only	50	2.42
	Took at college level, placed out of dev. with inst. exam	121	2.57
	Took at college level without taking dev. or placing out	1,114	2.77
	Did not take subject, placed out of dev. with inst. exam	45	1.75
	Did not take subject, did not place out of dev. with inst. exam	522	2.48
Underprepared, took dev. course or placed out	Total	198	2.14
	Developmental courses or placements in math:		
	Took developmental course	187	2.12
	Took at college level with supplemental help only	10	2.50
	Took at college level, placed out of dev. with inst. exam	1	.
Underprepared, no dev. course or placement out	Total	70	1.98
	Developmental courses or placements in math:		
	Took at college level without taking dev. or placing out	39	2.20
	Did not take subject, did not place out of dev. with inst. exam	31	1.70

Note: Only coursework taken during the first year is included in this table. UofL does not offer developmental courses in English; developmental services include college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

University of Louisville		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	2,136	2.58
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	1,814	2.62
	Did not take subject, did not place out of dev. with inst. exam	322	2.33
Underprepared, no dev. course or placement out	Total	181	2.22
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	173	2.31
	Did not take subject, did not place out of dev. with inst. exam	8	0.29

Note: Only coursework taken during the first year is included in this table. UofL does not offer developmental courses in English. Missing data may cause totals to differ across tables.

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Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

University of Louisville

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,972	2.57
	Developmental courses or placements in reading:		
	Took at college level with supplemental help only	41	2.27
	Took at college level without taking dev. or placing out	1,817	2.64
	Did not take subject, did not place out of dev. with inst. exam	114	1.47
Underprepared, took dev. course or placed out	Total	54	2.62
	Developmental courses or placements in reading:		
	Took at college level with supplemental help only	54	2.62
Underprepared, no dev. course or placement out	Total	61	2.11
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	54	2.24
	Did not take subject, did not place out of dev. with inst. exam	7	1.11

1

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. UofL does not offer developmental courses in reading; Developmental services include college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables. Kentucky Council on Postsecondary Education, November 3, 2006